



# The Philippine Assessment for Learning Loss Solutions (PALLS) A Public Service Project of USC and Thames

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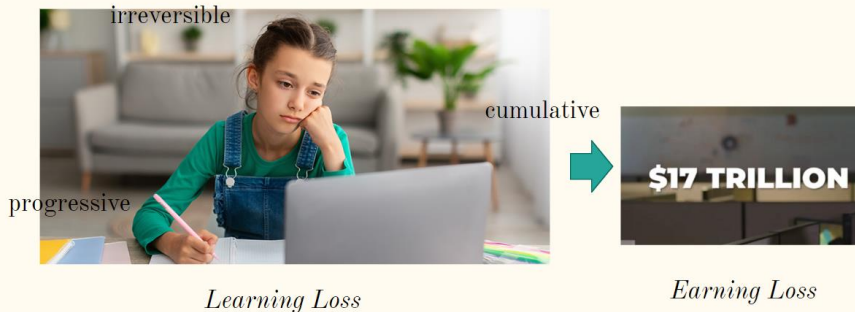
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According to the Glossary of Education Reform, **learning loss** refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education.

## The Crisis of Learning Loss Due to the Pandemic



(Global Education Evidence Advisory Panel, 2022)

The Problem:

Learning Loss is a **global** crisis.

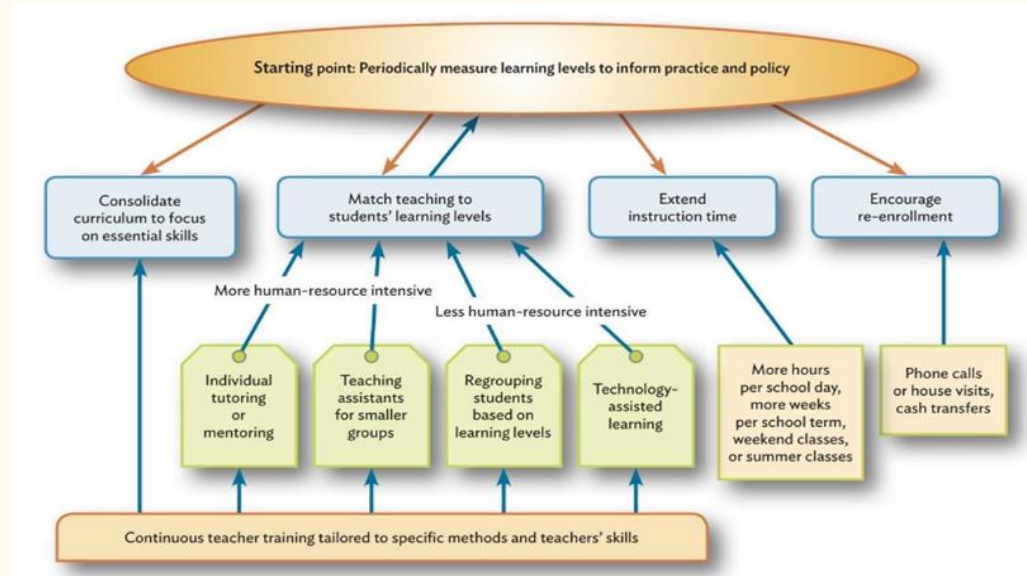
(Global Education Evidence Advisory Panel, 2022)

# Frameworks Used: ADB and WB


# ADB's July 2022 Paper on "How to Recover Learning Losses"

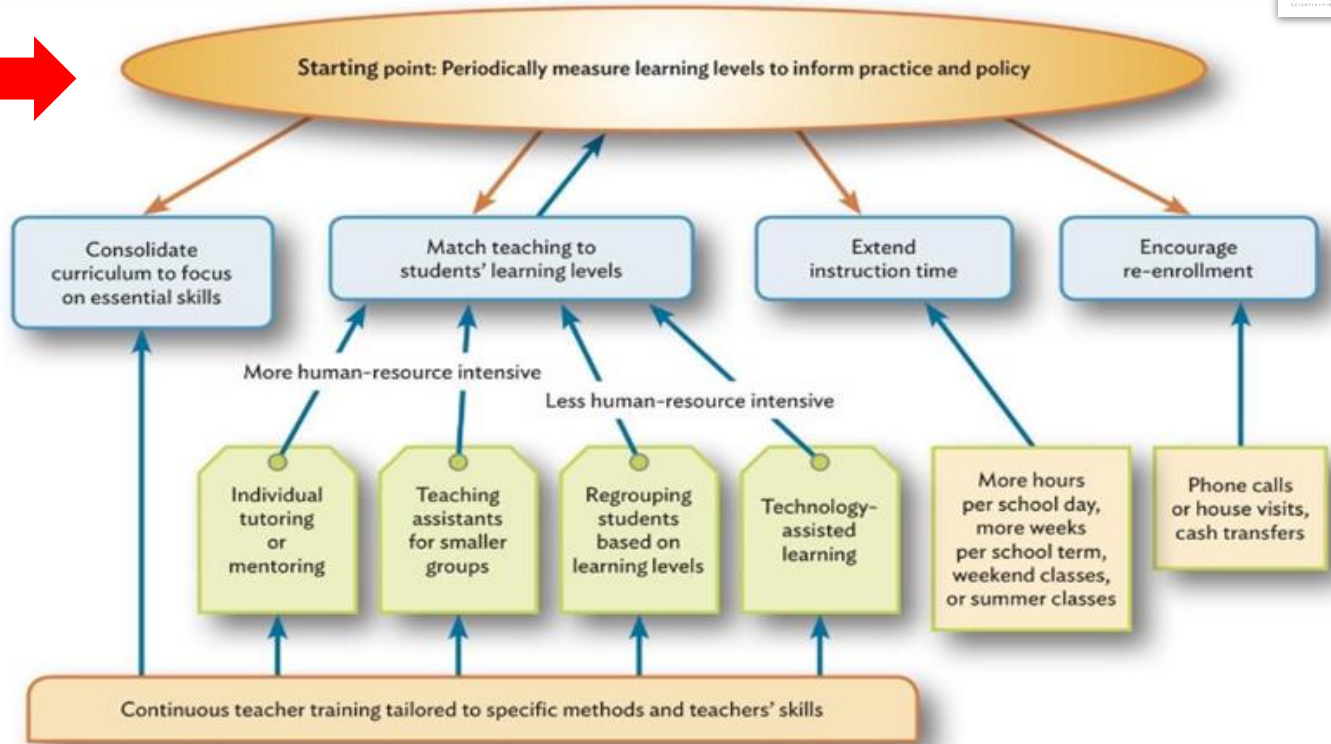


*“If left unaddressed, these learning losses threaten to create a generation of students with diminished lifetime economic prospects, which in turn will lower future individual and national productivity.”*



What we did: **Thames** and **USC** adopted the ADB Framework.

PALLS:   
 First  
 National  
 Baseline  
 Indicative  
 Data on  
 Learning  
 Loss

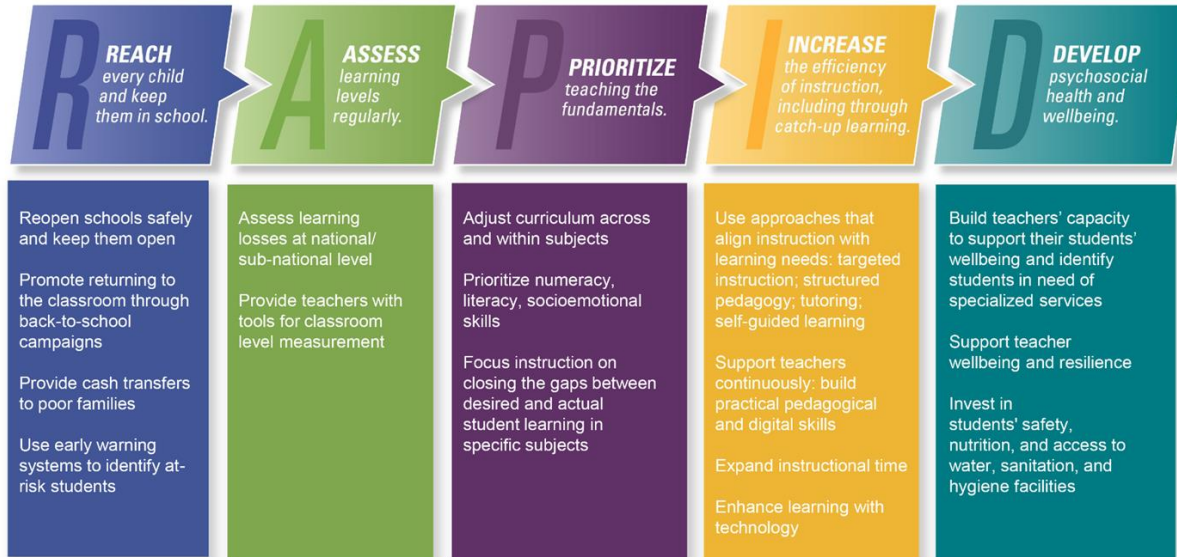


What we did: **Thames** and **USC** adopted the ADB Framework.

# World Bank RAPID Framework, June 2022

## A RAPID Framework for Learning Recovery & Acceleration

A **contextually adapted** learning recovery program, consisting of a mix of evidence-based strategies to recover learning, can help get students back on their pre-pandemic learning trajectories.

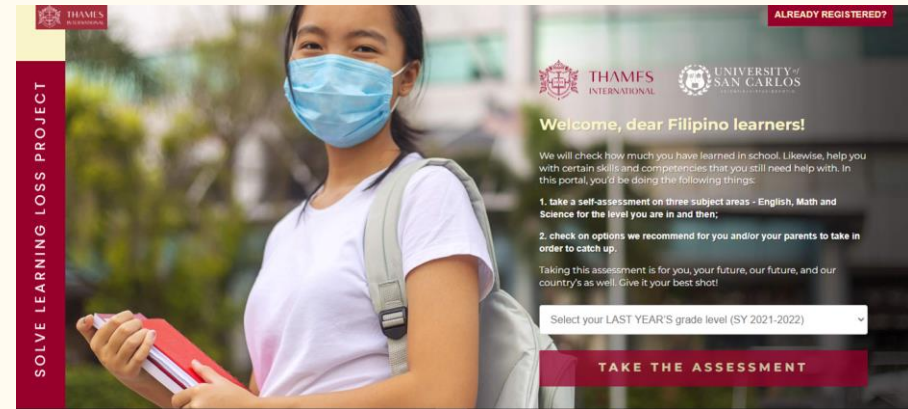


*The result of what we have done:*



## PALLS: First National Baseline Indicative Data on Learning Loss

- A total of 3,600 Grades 1 to 12 students
- 18 private schools across the country
- Test Content: Third and Fourth Quarter Most Essential Learning Competencies (MELCS)



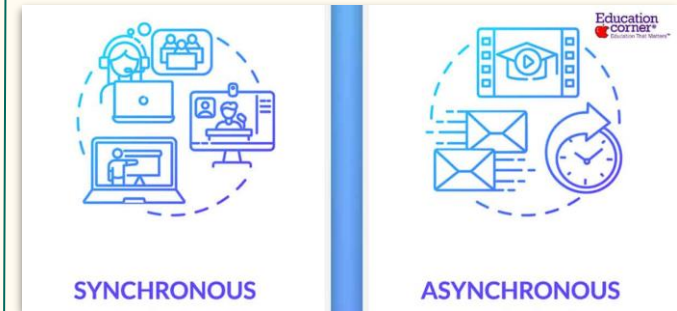


# Design of PALLS:

## Philippine Assessment for Learning Loss Solutions

- Online assessment tool
- measuring indicative proficiency in Math, English and Science
- based on the MELCs of the third and fourth quarter of Grades 1-12 – in light of concept of recency
- Test takers were to take a total of 75 multiple choice items for the three core subjects of their previous grade level
- Free

Test Administration:



**PALLS IS MEANT TO DELIVER INDICATIVE DATA TO  
PROVIDE DIRECTION FOR INTERVENTION**

# Data Gathering: Results in Private Schools

# Key Findings

- with 60% as the standard passing score, results show below passing marks -
  - 54.1% for Science,
  - 47.5% for Mathematics, and
  - 61.5% for English
- the magnitude of learning loss is much higher at the upper grade levels



# Overall Results for 3,600 Private School G1-12 Students from 18 schools

## Key Findings

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  - 54.1% for Science,
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  - 61.5% for English
- the magnitude of learning loss is much higher at the upper grade levels

	Science	Math	English
Mean	13.3	11.8	15.2
SD	4.7	5.1	4.9

**The overall mean of Science and Mathematics indicate less than 60% (based on DO 8 s.2015) of the total highest possible score (25/25) making these fall under the category of **Fail**. Only English registered a barely passing mark.**

# Mean Scores Per Subject Across Grade Levels

*Mean Scores Per Subject Across Grade Levels*

Key Stage	Grade Level	Science	Math	English	Range of Mean Scores
Grades 1-3	G1	18.4	17.4	20.6	14-21
	G2	18.3	17.1	21.7	
	G3	18.5	14.3	16.1	
Grades 4-6	G4	15.2	12.1	17.1	11-17
	G5	15.9	13.3	15.0	
	G6	13.7	11.4	14.7	
Grades 7-10	G7	11.9	11.5	13.9	7-14
	G8	11.6	9.7	14.0	
	G9	9.5	7.5	11.4	
	G10	11.3	10.2	11.5	
Grades 11-12	G11	10.3	9.4	15.6	7-15
	G12	7.8	8.8	13.0	

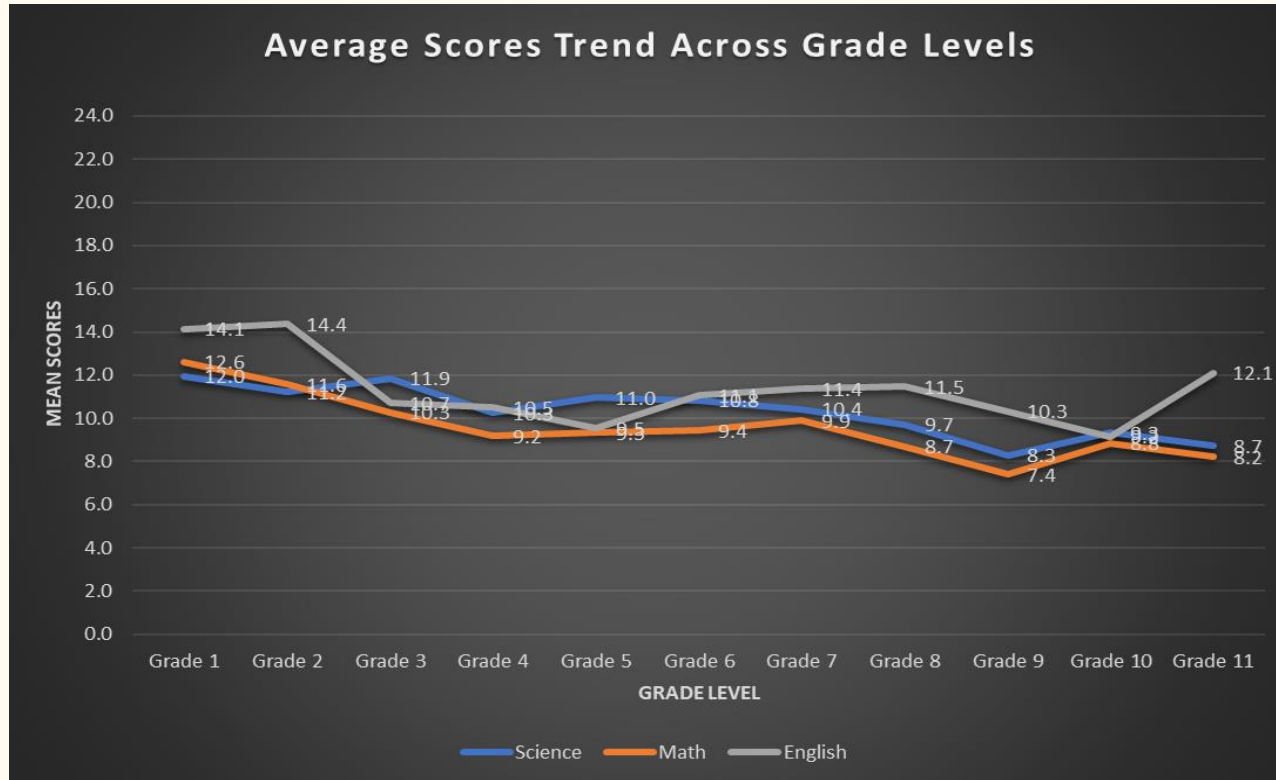
# Categorized Test Results Per Subject Across Grade Levels

*Categorized Test Results Per Subject Across Grade Levels*

Key Stage	Grade Level	Science	Math	English
Grades 1-3	G1	P	P	CP
	G2	P	P	CP
	G3	P	F	P
Grades 4-6	G4	P	F	P
	G5	P	F	P
	G6	F	F	F
Grades 7-10	G7	F	F	F
	G8	F	NUI	F
	G9	F	NUI	F
	G10	NUI	F	F
Grades 11-12	G11	F	NUI	P
	G12	NUI	NUI	F

Legend: CP: Clean Pass; P: Pass; F: Failed; NUI: Needs Urgent Intervention

# Mean Score Trends Across Grade Levels



**The older the students, the lower the results.**

Mean  
Score  
Trends  
Across  
Grade  
Levels

**The older  
the student  
the lower  
the results**





**CONCLUSION:**  
**PALLS** as an indicative study shows  
the extent of the **Impact of Learning  
Loss to Private School Students**

**IMPACT:**  
**The Social & Economic  
Impact still need to be  
calculated but it will surely  
impact higher education  
outputs and employability  
both here and abroad.**

# How countries responded: 5 Case Studies



# Response of Mexico: Creation of Assessment Tool and Gather Assessment Data

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journal homepage: [www.elsevier.com/locate/ijedudev](http://www.elsevier.com/locate/ijedudev)



Estimation of the fundamental learning loss and learning poverty related to COVID-19 pandemic in Mexico

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b></p> <p>Academic achievement</p> <p>Learning assessment</p>	<p>There is evidence of learning loss due to the COVID-19 pandemic, but there is no related information for Mexico. The objective of the study is to estimate learning loss in reading and numeracy in Mexico. We compared the results of two household surveys conducted in 2019 and 2021. We interviewed 3161 children between 10 and 15</p>



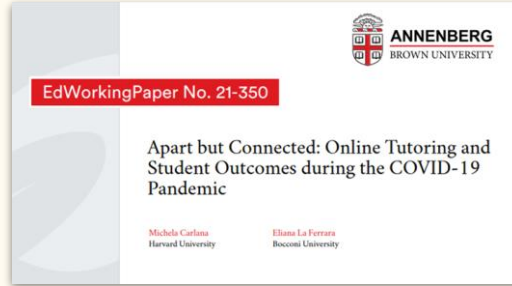
# Response of **UK**: National Tutoring Programme

£349 million of core tutoring funding  
directly to primary and secondary  
schools for them to spend on targeted  
academic support and delivered by  
trained and experienced tutors





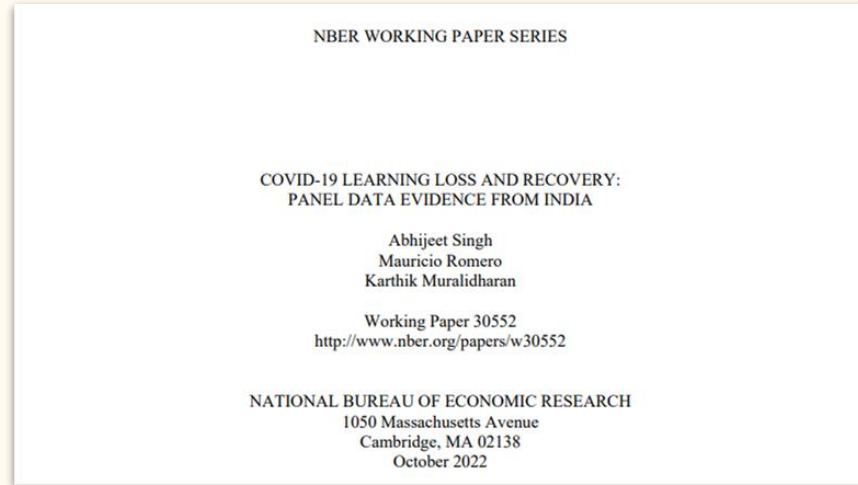
## Response of *Italy*: Tutoring Online Program



- 4.7% boost in academic performance in Math, English, Italian for 3 hrs of tutoring a week for 2 months — doubling to 6 hrs showed marked improvement
- **Volunteer tutors: University students guided by experts from 3 Italian Universities**
- Online tutoring removes stigma and helpful for those with learning disabilities
- Helpful for those in lower SES



# Response of **India:** Education at Doorstep



- Government-run after-school remediation program contributed approximately 24% of the learning recovery
- **Community-based tutoring with local resident volunteers who completed HS**
- 60-90 minutes remedial instruction in the evening delivered to groups of 15-20 students



\$190B emergency aid  
But amount not enough  
Cost of learning loss recovery =  
\$700B and up

## Response of **USA:** Funding



The screenshot shows a news article from US News. The navigation bar includes 'USNews', 'NEWS', and various categories like 'News', 'Best Countries', 'Best States', etc. The article title is 'Academic Recovery for K-12 Students to Cost \$700 Billion'. The sub-headline reads: 'States have received billions in aid to help struggling students, but a new study shows it's not nearly enough.' The author is 'Lauren Camera' and the date is 'Oct. 11, 2022, at 1:53 p.m.'. Below the text are social media sharing icons for Save, Facebook, Twitter, LinkedIn, and a more options menu. A small image of students is visible at the bottom of the article preview.



# Recommended Solutions and Interventions

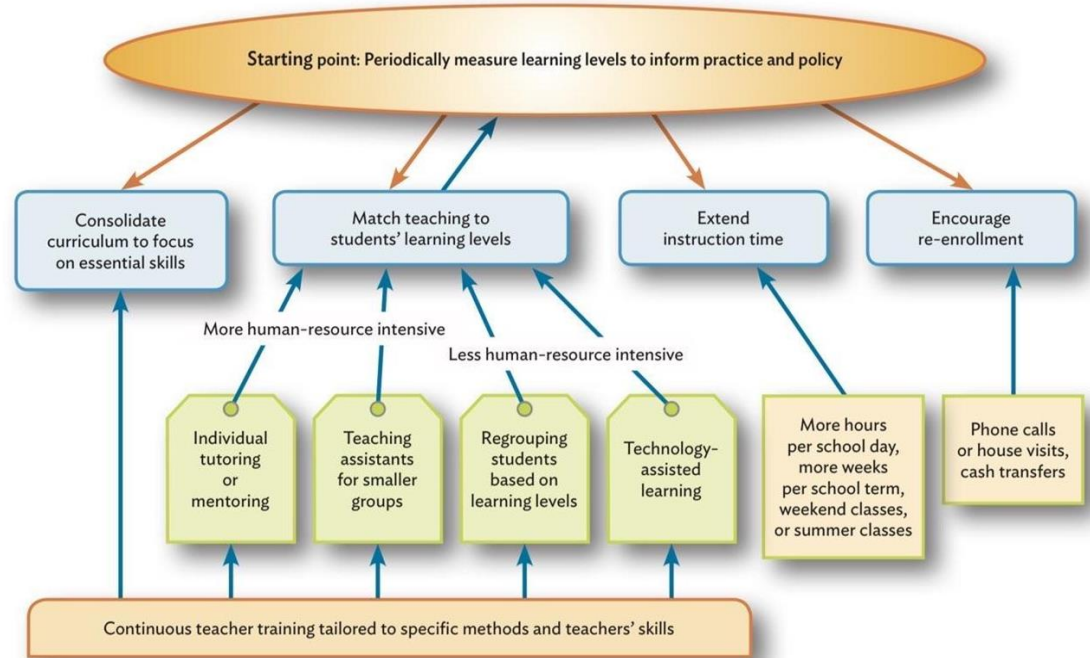




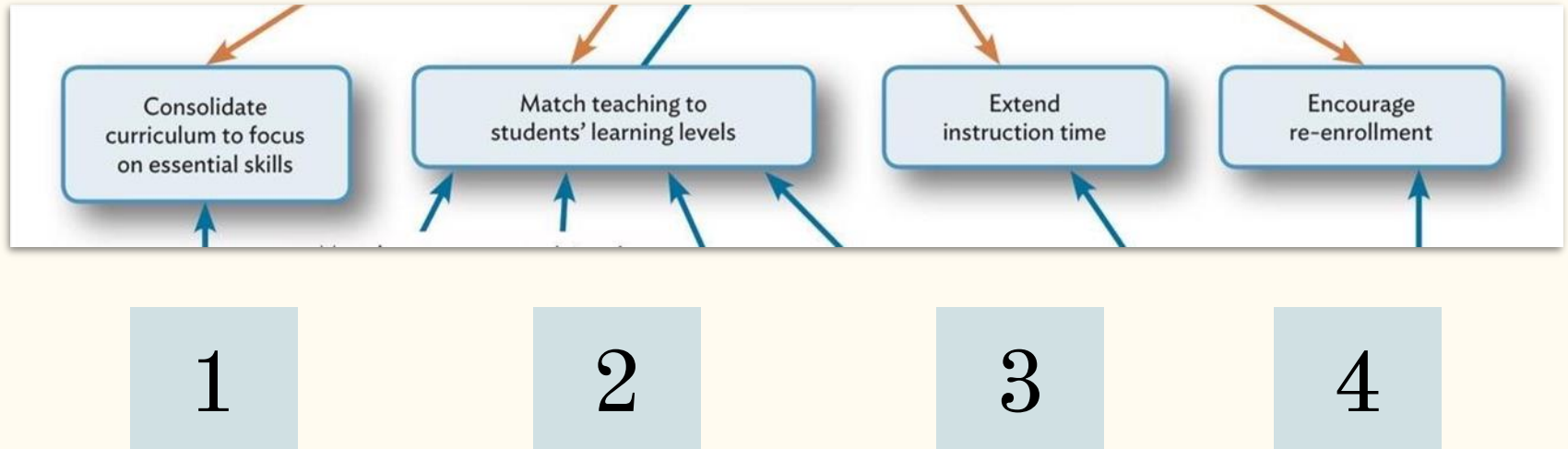
# ADB's July 2022 Paper on “How to Recover Learning Losses”



*“If left unaddressed, these learning losses threaten to create a generation of students with diminished lifetime economic prospects, which in turn will lower future individual and national productivity.”*



# ADB'S Four Basic Strategies



# Recommendation 1: Periodic and Granular Assessment

## THE NEED FOR GRANULAR DATA

Skills-based learning (vs Rote learning/memorisation) requires a personalised teaching approach and access to more granular data that meets 4 outcomes: *Pedagogical, Curriculum, Learning and Assessment*

### 1. Teachers Need Support to Identify the Specifics of Learning Loss

**What EXACTLY do we need to teach students?** eg. In English: Where are students in Reading/Writing/Listening/Speaking skills? Boys vs Girls? What age groups/grades/classes/groups need most support? What is the real extent of learning loss being faced (no. of months)?

### 2. Personalised Teaching and Accelerated Learning for Every Learner ASAP:

**GRANULAR DATA: What specifically within these skills are students struggling with most?** eg. Reading for meaning? Reading for understanding? Listening for detail? Using correct tenses? Confidence in having formal conversations? etc. **Granular data insights for 253+ skills makes it easier for schools/teachers to develop targeted and personalised interventions for all learners to LEVEL UP.**

### 3. Leadership and Policy Makers: Targeted Skills Learning Recovery

**Where should we be targeting limited investment and resources?** Which regions, schools and other demographics are furthest behind? What specific interventions need to be developed **based on the evidence**? How can planned interventions be improved? Where do we need to provide additional teacher/leadership CPD/training? How can we obtain evidence to know if interventions are working? What are the results mapped to?

# Recommendation 2: Remediation Programs with Technology, TV, Online Support

- Remediation programs offered to schools: An Eclectic Model



*No child left behind.*

ODL



TV



F2F

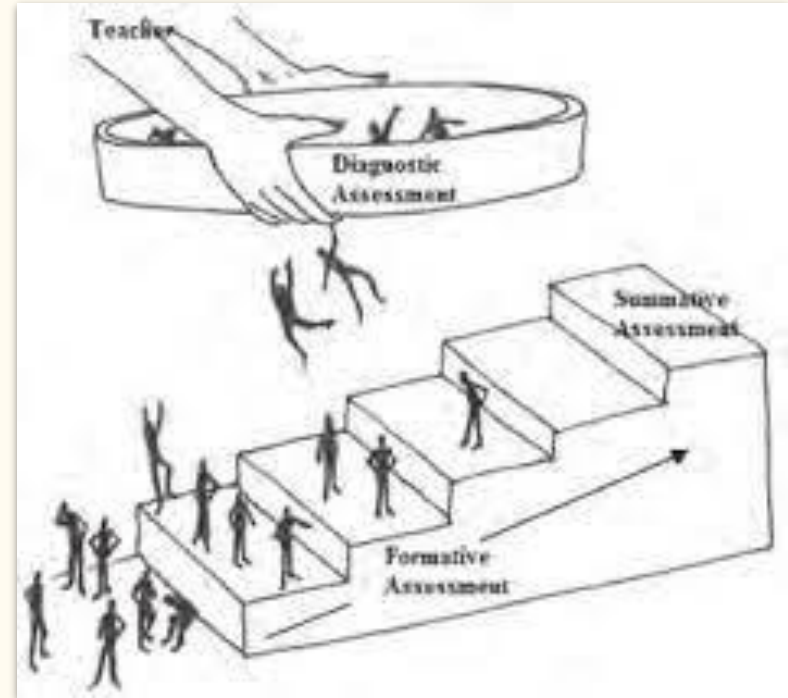


Hybrid



## Recommendation 3: Teacher Upskilling

Teachers are to be given training on creating diagnostic, formative and summative assessment tools for classroom use as well as on how to make use of assessment data.





## Recommendation 4: Tutor Recruitment and Training

Teachers cannot do the gargantuan task alone.



# Institutional Adaptation (USC)

Workshop 1: Projective Competency Mapping

A1	A	B	C	D	E
	Key Topics (Limit to 10)	Critical Pre-requisite Topics (Limit to 3 each)	Tentative Assumption	Critical Pre-requisite Competencies (1 each)	Tentative
1					Uncertain
2					
3		characteristics of planets in the solar system (Grade 6, 4th grading)	Covered	Recognize the uniqueness of Earth, being the only planet in the solar system with properties necessary to support life.	
4					
5	History of the Earth	the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth	Covered	Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow.	
6			Covered	Classify rocks into igneous, sedimentary, and metamorphic	
7		the three main categories of rocks	Covered		
8	Earth Materials	the origin and environment of formation of common minerals and rocks		Identify common rock-forming minerals using their physical and chemical properties.	
9		the relationship between faults and earthquakes (Grade 8, 2nd grading)		explain how the products of weathering are carried away by erosion and deposited elsewhere	
10	Earths Processes Exogenic and Endogenic Processes	geologic processes that occur within the Earth		Describe the physical and chemical changes in rock due to changes in pressure and temperature (metamorphism)	
11		plate tectonics		Explain how the movement of plates leads to the formation of folds and faults	

## WORKSHOP 2

- READINESS TEST: formative multiple choice; not more than 10 items per topic
- DIAGNOSTIC TEST: formative multiple choice; not more than 3 items per competency
- Difficulty level: average
- Course embedding: pre-introductory

Mapping  
Prioritizing  
Diagnosing  
Scaffolding  
Enabling

## WORKSHOP 2

- Prioritize five key topics of the enumerated 10 key topics
- If there are more faculty members in the group, you can do all 10.
- Assess the drop responses and proceed in developing either:
  - A READINESS TEST (uncertain, not covered)
  - DIAGNOSTIC TEST (Uncertain, inadequate)

## WORKSHOP 3

- Enabling Materials
- Short (utmost 1 hour)
- Out-of-class (preferably)
- Multi-format (audio, video, test)
- LMS-embedded

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Thank you.